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ABSTRACT

The objectives and activities are described of the Vocational Investigation and Placement (VIP) Project, a demonstration model providing new methods for identification, assessment, referral, education, and placement of handicapped students. An abstract overviews rationale, objectives, procedures, and expected contribution to developing marketable skills. Each of the 15 major objectives of the project is discussed in terms of five categories: need for the objective, summary of activities, data collection (a report of any significant statistics), conclusions, and recommendations. These project accomplishments are reported: development of an identification and screening instrument, development of a screening and referral process, implementation of a mass screening effort, development of a resource guide to service agencies, formation of a cooperative agreement between special education and vocational rehabilitation, development of a community-based learning program (occupational exploration), job placement assistance, further development and refinement of the Work Samples Evaluation Center, staff development, coordination of a records exchange process, prevocational education for handicapped students, development of a parent support group, integration of VIP project activities with existing programming, development of standardized prevocational assessment procedures, and development of publications. Dissemination activities are also summarized. (YLB)

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VOCATIONAL INVESTIGATION AND PLACEMENT PROJECT

AN EXEMPLARY PROJECT

FINAL REPORT

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SECTION I

ABSTRACT

ABSTRACT

VOCATIONAL INVESTIGATION & PLACEMENT FOR THE HANDICAPPED (V.I.P.)

BONNY EAGLE HIGH SCHOOL

WHY PROJECT WAS UNDERTAKEN:

The V.I.P. Project was aimed at increasing handicapped students' preparedness and available options for receiving an appropriate vocational education.

Only two-fifths of the mentally and physically handicapped are employed nation wide during a typical year, compared to three-fourths of all non-handicapped persons. Also, the average wages of a handicapped person are 22% lower than a non-handicapped person. These figures reflect a disparity in opportunities for the handicapped. They suggest the need for more training programs and increased placement effort needed to assist the handicapped to attain positions they have a right to.

As of 1979 the towns comprising MSAD #6 had a general unemployment rate of 7.3%, which is considerably higher than the statewide rate. It was felt that handicapped persons comprise a large portion of this percentage. Also, the population of the area is between 50-100 persons per square mile, which constitutes a sparse population, making access to services very difficult for those who need it.

The most recent drop-out rate for Bonny Eagle High School was 7.8% - the second highest listed for all Cumberland County schools, indicated a need for additional and improved program offerings.

At the onset of the Project, a very small percentage of handicapped students had a vocational education plan included in their I.E.P.s. The V.I.P. Project sought to have vocational planning included in all handicapped students' I.E.P.s.

According to the U.S. Department of Education, approximately 10% of all elementary and secondary students have one or more of the following handicaps: speech impairment, mental retardation, learning disability, and emotional disturbances, deafness, orthopedic impairments, vision problems, and other health problems. Many students with these handicaps have apparently been isolated educationally and socially from certain jobs and programs. Because only 2% are attending vocational education programs, it is possible to deduce that barriers exist which prevent these individuals from accessing many of these programs. The V.I.P. Project is working to investigate and overcome these barriers on behalf of handicapped students.

At the inception of the project, approximately 4.5% of all Bonny Eagle High School students were identified as having one or more handicapping conditions. This Project has devised means to identify all students who had not been identified through existing procedures.

OBJECTIVES:

The Vocational Investigation and Placement Project is a demonstration model providing new methods for identification, assessment, referral, education, and placement of handicapped students. The Project has assisted handicapped students to succeed in, gain access to, any program or service which they may have been previously unaware of, or unqualified for. New programs have been developed within MSAD #6 to provide for better identification of students with less obvious handicapping conditions, provided new programs for skills evaluation and interest assessment, and helped handicapped students gain access to and become more successful in appropriate vocational training programs.

The Project has sought out the cooperation of area service agencies, community persons, parents and educators for assistance in providing improved opportunities for handicapped students.

Upon formalization of the program, a dissemination plan was developed in order that all information pertaining to this project would be available for the information of other school districts, vocational centers, and agencies throughout the state.

PROCEDURES:

The V.I.P. Program is in operation at Bonny Eagle High School (MSAD #6), including a screening and referral process, a Work Samples evaluation center, a Community Based Learning program, a service referral process, a faculty support group, and a parent support group.

An initial effort has been and will continue to be, made to identify all handicapped students here at the high school and at the regional vocational centers. A screening and referral process has been formulated at both locations to enable all handicapped students to benefit from services they are entitled to and to help their teachers better understand their abilities and special individual needs.

A vocational skills evaluation center has been established within the high school to allow handicapped students to try out simulated work tasks of a vocational nature. Students became more aware of what skills and interests they had, and school personnel learned much about the potential success a student exhibits for a vocational training program. These results are used in future career planning and programming of participating students.

A Community Based Learning program has been formed to allow students with demonstrated career interests to explore and investigate occupations at community resource sites. These experiences helped students to become more familiar with their own skills and interests, as well as to make traditional school classes more relevant because they begin to realize the skills they need to succeed in life and work.

Students were referred to other existing agencies with services providing evaluation, diagnosis, or assistance with their particular handicap. Efforts were made to make teachers, parents, and community persons more aware of these service offerings, so that they could make referrals themselves.

Staff and parents' support groups have been formed to assist with the project in various ways. Staff support groups have helped to develop some program instruments, provide referrals for services, and increase general staff awareness as to the happenings of the Project. The parent support group has provided assistance with community awareness, C.B.L. resource development, transportation, etc., and MSAD #6 will offer them training and information concerning handicapped education.

EXPECTED CONTRIBUTION TO DEVELOPING MARKETABLE SKILLS:

The V.I.P. Program provided experiences to handicapped students that they have never before been offered. The Work Evaluation Center and C.B.L. program provided evidence that the handicapped can perform in the occupational world and gave them confidence in their own abilities. These programs provided us with the opportunity to tap occupations that are available in our area to expand our educational opportunities.

The model developed by the V.I.P. Project is one which can be readily adopted by any school district or agency within the state to improved educational opportunities for the handicapped.

SECTION II

DESCRIPTION OF OBJECTIVES

SECTION II

In this section each of the fifteen (15) major objectives of the Project will be broken-down into five (5) major categories. These categories include:

NEED FOR THE OBJECTIVE:

. An explanation of why the objective was originally developed.

SUMMARY OF ACTIVITIES:

. A narrative explaining the major activities that took place in respect to the objective throughout the Project.

DATA COLLECTION:

. A report of any significant statistics regarding each objective.

CONCLUSIONS:

. Any conclusions that were drawn as a result of the activities taking place on each objective.

RECOMMENDATIONS:

. Any recommendations that the Project Staff would make to others seeking to accomplish activities similar to that particular objective.

OBJECTIVE #1:

Develop an identification and screening process to determine which students within the school are legally handicapped.

NEED FOR THE OBJECTIVE:

- There was no screening instrument in use at the high school prior to the Project.
- A small number of students had been identified as handicapped.
- Most teachers at the high school did not know how or when to screen or refer potentially handicapped students for evaluation.

SUMMARY OF ACTIVITIES:

It was decided that an effort to develop a screening instrument should be one involving a cross section of teachers who would be using it. Initially, eight staff members were elicited for participation in the task, and provided with a one-day training session to instruct them in the theory of screening. This group, with assistance from other staff members, began brainstorming for items to be contained on the screening instrument.

During the process of this development, the V.I.P. Project Director met with a consultant, regarding the progress of the screening instrument. Due to time contraints, a model version developed by the consultant was introduced to the development group as a model that we might begin to experiment with in meeting our objective. The group agreed, despite the fact that

this instrument was somewhat different in appearance, though quite similar in content, to the original draft developed. Experimentation soon began with this instrument as a model. The development group experimented with its use, as well as the English department, and as a result of suggestions based on the experiences of those using the instrument, some revisions were made to produce the final version of the screening form.

CONCLUSIONS:

- A final model of a screening instrument was developed. (see page 11)
- The original group of eight staff members supported the screening instrument, but not as their own.
- Several of the English teachers asked to experiment with the screening instrument, initially saw little value in using such an instrument.
- Several other English teachers found the instrument to be a very valuable one, and expressed support for its use.

RECOMMENDATIONS:

1. It is suggested that all teachers and staff required to perform screening, be provided training to do so, either during their formal education or prior to the undertaking at an individual district. Many teachers have total misconceptions about screening, and their

responsibility to carry it out.

2. If a screening instrument is to be developed by in-house staff, a representative of each department should be invited to participate in the task. That task group should then be given a deadline to come up with an instrument, and should be informed at the beginning of the effort that a consultant will be reviewing the instrument and will, perhaps, recommend revisions. This will better-protect the ownership needed from the teachers involved. Their ownership will facilitate the willingness of other teachers to use the instrument.
3. If a pre-developed instrument is to be selected, staff involvement in the selection and reviewing process is equally important to insure that there is support for using the instrument.

STUDENT SCREENING FORM - V.I.P. PROJECT - S.A.D.#6

STUDENT _____ SCHOOL _____ INSTRUCTOR _____ COURSE _____

DIRECTIONS: A, S, N is coded at the bottom of the page as Almost Always, Sometimes and Nearly Never. The numbers under the columns marked A, S, N and opposite each item observed, should be encircled according to the way you observe the student behaves or performs.

CATEGORY	ITEMS OBSERVED	A	S	N*
Health	practices basic body cleanliness	0	3	5
	tires easily	10	5	0
	teeth show lack of care	10	5	0
	face and hands are dirty	5	3	0
	hair is unclean	5	3	0
	clothing soiled	5	3	0
	is absent	15	10	0
	is overweight	10	5	0
total	is underweight	10	5	0
Basic Education Record	understands basic math concepts.	0	10	15
	reads at level to succeed in course	0	10	15
	writing is legible	0	5	10
	spelling is acceptable	0	5	10
	has difficulty if learning is abstract	15	10	0
total				
Vocational Education	relies on instructor for success in course	10	5	0
	performance is average in program	0	10	15
	likes hands-on experiences	0	5	10
	able to learn better by listening than by reading	15	10	0
	completes homework	0	10	15
	has goal for being in course	0	5	10
	is able to complete all tasks in course	0	5	10
total				
Skills	has difficulty holding onto materials and tools	15	10	0
	has hand-eye coordination	0	10	15
	knows which tools to use and when	0	10	15
	has foot coordination	0	10	15
	has finger dexterity	0	10	15
total	over-all body is coordinated	0	10	15
Understandings	initiates projects, plans and follows through	0	10	15
	follows directions	0	5	10
	asks questions when doesn't know	0	5	10
	takes pride in finished work	0	5	10
	completes work neatly	0	5	10
total	follows basic safety rules	0	5	10
Knowledges	knows basic tools	0	10	15
	knows work behaviors to hold job	0	10	15
	understands,uses simple measurements	0	10	15
	knows where to find answers to questions	0	5	10
	knows how to use materials of trade	0	10	15
total				
Behaviors/ Attitudes	has short attention span	0	10	15
	gets overly excited	10	5	0
	has I don't care attitude	15	10	0
	is restless	10	5	0
	responds positively to compliments	0	5	10
	daydreams	10	5	0
	appears nervous	10	5	0
	is quickly frustrated	15	10	0
	abuses school property	15	10	0
	frequently requests to leave classroom	10	5	0
	follows class behavior requirements	0	10	15
total				

CATEGORY	ITEMS OBSERVED	A	S	N*
Relationships Teacher/Peer	is competitive	0	5	10
	shares in cleaning of shop space or classroom	0	5	10
	has to be disciplined	15	10	0
	understands give/take/ sharing relationships	0	10	15
total	gets along with peers	0	10	15
Speech	speech is slurred	15	10	0
	speaks haltingly	15	10	0
	lisps	15	10	0
	speaks in loud voice	15	10	0
	has second language difficulty	15	10	0
total				
Use of Language	uses variety of words	0	5	10
	asks questions	0	5	10
	uses full sentences	0	5	10
	able to present issues verbally	0	10	15
total	knows how to ask questions.	0	10	15
Vision	holds items close to face to read	15	10	0
	rubs eyes	15	10	0
	runs into objects	15	10	0
	eyes reddened	15	10	0
total	squints and blinks	15	10	0
Hearing	cocks his/her head while listening	15	10	0
	asks others what is being said	15	10	0
	asks to have things repeated	15	10	0
total	has earaches	15	10	0
Work	can complete job appli	0	5	10
	knows how to prepare resume	0	5	10
	knows how to interview for job	0	5	10
	knows places to look for work	0	5	10
total	knows dress for work	0	5	10
Social	engages in conversation willingly	0	5	10
	is friendly	0	5	10
	is isolated from peers	15	10	0
	has friends	0	10	15
	works with others	0	10	15
	handles criticism well	0	10	15
	tells lies	10	5	0
	is tardy	15	10	0
	takes orders willingly	0	5	10
	avoids peers and teachers.	15	10	0
	responds to changing situations	0	5	10
total	is picked on by others	10	5	0

REFERRAL ACTION _____

OTHER ACTION: _____

COMMENTS:

*A-Almost Always, S-Sometimes, N-Nearly Never

OBJECTIVE #2:

Develop and disseminate a screening and referral process for identifying handicapped students in regional vocational centers.

NEED FOR THE OBJECTIVE:

- There were no screening processes used at the vocational centers with which we worked.
- There were found to be handicapped students in vocational centers who were not identified.
- There were no screening instruments developed specifically for vocational centers, to our knowledge.
- Vocational center personnel with whom we worked, did not know how or when to screen students.

SUMMARY OF ACTIVITIES:

Meetings were held with the directors of each of the vocational centers receiving students from the high school. At each of the meetings, the objective and need for a screening process was extensively explained, from both the local and state viewpoints. In both cases the directors were hesitant about the liability of such a process, and fearful of alienating their students, and their sending schools. Eventually the directors expressed support, but still concern. The director of one center brought the issue to the center's advisory board, the majority of which voted not to conduct screening on their students. The effort was therefore abandoned at that center. The other center gained the

participation of five instructors to take part in the development of the screening process there. A deadline was agreed upon for those instructors to fill out one screening instrument on each of their students (15-20). Several visits were made to each individual instructor to assist them with the process. Only two completed the task. It seemed that they had received little internal support for the screening effort. Some time after this, it was stated by the administration of the vocational center that screening was "against its philosophy". No further effort was made to work with that center.

It then became necessary to elicit the support of vocational centers outside of SAD #6 to assist in the development of the screening process. Two centers were interested in adopting the screening process. The staff of both centers were provided with in-depth training of the screening process, and given assistance in screening all of their students. The centers discovered that many of their students exhibited potentially handicapping conditions. The instructors, for the most part, found the screening effort to be extremely useful. A portion of one additional vocational center's staff was also trained in screening.

Those two vocational centers using the screening instrument experienced success with the process. It was found that as many as one-third of each center's enrollment were potentially handicapped. The process facilitated increased communication with sending school personnel regarding these students.

The data in the following section illustrated the positive results of the screening effort at the vocational centers.

DATA COLLECTION:

The following evaluation was performed in order to assess the overall effectiveness of the screening process performed by each vocational instructor in Vocational Region #1 over this past year in conjunction with the VIP Project. Vocational Region #1 instructors were trained in the use of the screening process developed through the VIP Project and asked to apply the instrument to each of their students. A subsequent session was held to explain the results that they had obtained by screening their students.

The purpose of the follow-up evaluation was to assess the instructors' opinions as to what value the process had for them and their students.

Instructors were asked to respond to questions regarding the instrument and process, both orally and via written questionnaires. Following are responses given orally by eight (8) instructors when asked to comment on the process in a group setting.

QUESTION: "What happened as a result of screening your students?"

RESPONSES: Became more aware of problems.

- Became more aware of problems.
- Students make you more observant.
- Had to adopt curriculum to meet needs of some students.
- Referral. He had a PET, but no IEP made.
- Tactical changes.
- Had student transfer out - he was afraid of tools.

- Student was put out to work early - got job.

QUESTION: "What conditions were discovered as a result of screening?"

RESPONSES:

- Student did not have sight in one eye.
- Student has speech problem - he would not talk.
- Behavior of both of the above has changed for the better since screening.
- Trust creates openness.
- Compliments to vocational instructors by students.

QUESTION: "What has happened to you as a result of having done the screening?"

RESPONSES:

- Quicker in solving problems.
- Should be part of our job to observe and screen students.
- Should get the observation sheets again.
- Both teacher and students feel better.
- Makes job easier.
- Communication has opened.
- Can cope better with problem students.
- It makes me a better instructor.
- I looked at some points about students I had not look at before - finer details.

The following questions were asked of the eight (8) instructors in questionnaire form. The instructors answered them individually.

QUESTION #1:

"What has been done with the screening data since you received it?"

RESPONSES:

a. Two of my students were pointed out to PETs. Evaluations were made.

b. Has been used to recommend students for different vocational or academic course.

c. They are sent to the regional center where they are screened again and action is taken if necessary.

d. Data was reviewed and appropriate action taken where needed - one student referred concerning PET and IEP.

e. I have referred to it from time-to-time.

f. Applied it to my teaching curriculum to adapt to student.

g. No response.

h. Nothing to be done (new instructor not trained yet.)

QUESTION #2:

"What interaction occurred between you and the student who appeared to have a handicapping condition

RESPONSES:

a. We were able to work with the student better. The student was shown that a compromise could

be met.

b. One student was transferred to an I.A. course.

c. By understanding the students' needs, I can plan my class, test, and workload to best serve the students.

d. A mutual understanding between instructor and student.

e. Different feelings for students.

f. Positive interaction in problem areas.

g. I instruct according to his/her situation so that he/she may understand what they are taught.

h. No handicap showed up. (New instructor).

QUESTION #3:

"What special assistance have you given each student who scored high on any of the screening categories?"

RESPONSES:

a. I was able to plan and work closer with those students.

b. Teacher aide has been hired to assist the student.

c. This year heavy-duty equipment has had an aide, and this enables me to work more closely with these students on a one-to-one basis.

d. Assigned tasks or work according to handicap or learning disability.

e. Try to work more with them on a one-to-one basis.

f. More personal attention given, and aide is available to work with parents.

g. Recommended PET or IEP and others.

h. No response. (New instructor)

QUESTION #4: "Has any change occurred in the way you teach students who scored high in any of the screening categories?"

RESPONSES:

a. Yes.

b. Yes.

c. Yes, I find it helps me to understand the needs of these students.

d. Changes have occurred as to class work and shop work.

e. Go in more detail with them, and watch them closer.

f. Yes, we both changed.

g. Positively yes.

h. No response.

QUESTION #5: "What changes have occurred in students who scored high in any of the screening categories since your last screening of them?

RESPONSES:

a. They're more cooperative and show more interest.

b. One has been transferred, the other was given special aid.

c. The changes have been minute since the sending school does little to help in this area.

d. Students are able to enjoy their learning experiences according to their ability.

e. Their attitudes have changed some.

f. A change in their attitude toward their course and school in general.

g. Some have been transferred out - others given medical advice.

h. No response. (New instructor)

QUESTION #6: "What plans do you have for next year to screen new students in your vocational program?"

RESPONSES:

a. Be more observant from day one.

b. Use the VIP Project staff at SAD #6.

c. I plan to screen each student, make constant progress reports, and work with others in the program.

d. Same.

e. Check first with guidance, and observe more closely.

f. I hope to use it again next year.

g. Start to work on evaluation from first day.

h. More in-depth study.

QUESTION #7:

"What are the advantages, from your experiences, of screening students in vocational classes?"

RESPONSES:

a. Able to use classroom time more efficiently. Also can get students to learn more - save students from dropping out - work out their problems.

b. Get to know the students better, and also to work with one another more easily.

c. It brings to light problem areas which might otherwise be overlooked, and a means to help these students.

d. Better student understanding on part of myself. Student understanding, skills and attitudes can be more effective as a teacher.

e. You know if you have a handicapped student or not.

f. It made me aware of different handicaps that I might have overlooked before.

g. Better instructor - consequently, better student. Easier on myself to deal with each student, and easier for student to deal with me.

h. No response.

QUESTION #8

"What are the disadvantages, from your experience, of screening students in vocational classes?"

RESPONSES:

a. None.

b. None.

c. None.

d. Time consuming, but beneficial.

e. It changes your plans as far as working with other students.

f. None.

g. Time consuming in format and scoring.

h. No response.

QUESTION #9: "Has the screening process been helpful to you?"

RESPONSES:

a. Yes, it has made me really look closer at a student's problem.

b. Yes.

c. Yes.

d. Very helpful.

e. Yes, very.

f. Yes.

g. Yes.

h. No response.

QUESTION #10: "Are you looking at your students in a different manner than you did before screening them?"

RESPONSES:

a. Yes.

b. Yes.

c. Yes, I find that I use the screening to evaluate and also as a teaching aid.

d. Somewhat different.

e. Yes, I am.

f. Yes, I think I see more of the student - more complete picture.

g. Yes, I am.

h. No response.

QUESTION #11: "Has going through the screening process been helpful to you as an educator?"

RESPONSES:

a. Yes.

b. Yes, it has made me a better instructor.

c. Yes.

d. Extremely helpful. It should be the administrator's responsibility to see that all educators go through this screening method.

e. It has been much easier to grade the student.

f. Yes.

g. Absolutely, looking at student much more open-mindedly now.

h. It will be.

QUESTION #12: "What recommendations do you have for changing the procedure by which vocational students are sent to your vocational course?"

RESPONSES:

a. We should be shown potential problem students.

b. We should see that they are screened better for handicaps and all instructors should have a personal conference with the student.

c. The instructor should be given assistance at the beginning of the year to enlighten him to the needs of the student. At present, the major sending school for heavy-duty equipment students has little involvement with students of special needs. This should be changed if possible.

d. Students should be screened by individual instructors and interviewed prior to course entry.

e. I feel the sending school could do a better job if they wanted to.

f. Scoring system was bad.

g. A copy of home school records should be sent with student.

h. Start preparing students sooner, career-wise.

ANALYSIS OF SCREENING DATA

On the following page, Table I illustrates the screening data recorded from screenings done on ten (10) students in a vocational auto body class at Vocational Region I. The data may be interpreted as follows:

- The student number is recorded down the left side of the Table.
- Each screening category is recorded along the top of the Table.
- The scores under the screening categories indicate the score that each student at the left received when screened.
- The categories in which students have a score of 30 or higher indicate possible handicapping conditions for them.
- It is recommended that those areas where a student received a score of over 30, be investigated for a possible handicap.
- The totals at the bottom of the Table indicate what the greatest apparent problem is for the entire 10 students in the class.

TABLE I

AUTO BODY

STUDENT	HEALTH	BASIC EDUCAT. RECORD	VOCAT. EDUCAT.	SKILLS	UNDER STAND.	KNOWLEDGE	BEHAVIORS/ ATTITUDES	RELATION-SHIPS TEACH./ PEERS	SPEECH	VISION	HEARING	WORK	SOCIAL
1	15	20	40	0	55	30	100	10	0	0	0	20	0
2	0	0	30	0	0	0	0	0	25	0	0	20	0
3	0	55	40	60	55	70	50	55	65	30	0	50	125
4	25	0	30	0	0	15	10	30	15	0	0	40	0
5	20	25	15	0	0	0	20	0	25	0	0	40	0
6	10	0	35	75	25	60	40	50	80	15	15	30	50
7	0	10	15	0	35	15	40	30	0	0	0	30	0
8	0	50	0	0	0	0	0	0	25	0	0	30	0
9	0	0	0	0	0	0	20	0	95	0	0	30	0
10	25	10	50	0	45	15	80	50	15	0	0	30	25
TOTAL	95	170	255	135	215	205	360	215	465	45	15	320	200

TABLE II

MOST FREQUENT PROBLEM AREAS IN AUTO BODY CLASS (FROM TABLE #1)

AUTO BODY

1.	Behaviors/Attitudes
2.	Speech
3.	Work
4.	Vocational Education
5.	Understanding Relationships: Teachers/Peers
6.	Knowledge
7.	Social
8.	Basic Education Record
9.	Skills
10.	Health
11.	Vision
12.	Hearing

The above Table records in order, those problems most frequently observed in an Auto Body class in Vocational Region I.

- The Table tells the instructors what areas to be most aware of in the particular classroom.
- Provides a profile of the class.
- Indicates which handicaps are most severe and should be consulted with a Specialist about.
- Indicates physical, in addition to academic problems.

On the following page, Table III illustrates the total score obtained by the instructors when scoring their students at Vocational Region I.

- The Table reveals which screening categories received the highest scores in each vocational course.

- It reveals what the total score was for each categories, when combining all of the students' scores in the Region.

- Vocational center profile as well as individual class profile.

- Shows what areas the administration and instructors should be focusing on.

- Provides information regarding equipment and program modification needs.

TABLE III

NO. OF STUDENTS	CLASS	HEALTH	BASIC EDUCAT. RECORD	VOCAT. EDUCAT.	SKILLS	UNDER STAND	KNOWLEDGE	BEHAVIORS/ ATTITUDES	RELATION-SHIPS TEACH PEERS	SPEECH	VISION	HEARING	WORK	SOCIAL
10	Diesel Engine	115	125	125	45	170	190	140	80	105	0	0	310	70
11	Building Trades	20	15	25	0	0	0	15	0	10	0	0	70	20
13	Home Construction	30	95	70	0	0	10	80	35	45	0	0	20	85
1	Welding	10	0	0	0	0	0	0	5	0	0	0	0	5
1	Auto Service	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Pre-Construction	10	0	15	0	15	0	0	0	30	0	0	0	0
10	Auto Body	95	170	255	135	215	205	360	215	345	45	15	320	200
21	Auto Body II	175	370	90	15	85	45	285	20	165	90	15	500	50
13	Health Occupation	40	25	30	0	95	10	25	10	0	15	0	0	10
16	Health Occupation II	50	80	190	0	130	95	250	85	20	0	0	0	80
	TOTALS	545	880	800	195	710	555	1,155	445	720	150	30	1,220	515

TABLE IV.

TOTAL SCREENING RESULTS FOR VOCATIONAL REGION I

	Screening Categories	Totals from Highest to Lowest
1.	Work	1,220
2.	Behavior/Attitudes	1,155
3.	Basic Ed. Record	880
4.	Vocational Education	800
5.	Speech	720
6.	Understandings	700
7.	Knowledges	555
8.	Health	545
9.	Social	515
10.	Relationships	445
11.	Skills	195
12.	Vision	150
13.	Hearing	30

- The scores in the thirteen screening categories indicate the most frequently observed problems in students.
- The Work Category is highest due to instructors lack of knowledge of student's career preparedness at that time.
- Vocational administrators can gain valuable insights into what areas they may need to concentrate on to strengthen the home school program for the student, as well as how to modify the vocational program.

CONCLUSIONS:

- The screening process was found to be a useful one to many vocational instructors.
- If trained properly, vocational instructors can perform accurate screening on their students.
- Screening results indicate that there are many students in those vocational centers tested that may have handicapping conditions.
- By analyzing the total screening results, administrators may gain insight from the results.

RECOMMENDATIONS:

1. Based on the responses received from those vocational instructors performing screening observations on the students, all vocational instructors could benefit from this type of screening process.
2. All instructors should receive specific training prior to undertaking any screening effort.
3. Relevant sending school personnel should be involved with that screening training.
4. Vocational instructors should screen all students in their classes at least once a year.
5. Vocational instructors should be provided with assistance in analyzing the screening data they gather, and to consult with sending school personnel regarding that data.
6. Vocational instructors should attend the P.E.T. meetings of all students referred while in their classes.

OBJECTIVE #3:

Increase the use of the screening and referral process developed through the V.I.P. project to identify handicapped students within the high school.

NEED FOR THE OBJECTIVE:

- No mass screening had ever been done at the high school.
- There was no screening instrument in use at the high school.
- A small number of handicapped students has been identified.

SUMMARY OF ACTIVITIES:

The Director of Special Education suggested that it would be good if the V.I.P. screening instrument could be used to conduct the mass screening at the high school. It was decided that the most efficient way to perform the task would be for all teachers to screen their entire period 2 and period 6 classes. This way, those students who go to vocational school for half of the day would not be missed, and chances were good that most students would not have a study hall on both of those periods. To facilitate staff training of the screening process, each of the department chairpersons were provided training and were expected to pass that training and assistance onto their department members. The staff was asked by the administration

to complete the task within 4 weeks - observing their students for potential handicapping conditions during that time through the use of the screening process. For the most part, the faculty took the task seriously.

At the completion of the screening, all screening forms were gathered and analyzed by the V.I.P. and Special Education staff. The forms were matched with class lists to determine who had not been screened. Those not screened initially, were screened later in the year.

All screening forms recommending further evaluation were separated (approximately 160 of 1,150) and a conference was held with each teacher to determine exactly what the problem was as he/she saw it, and if he/she recommended referral of each student to the P.E.T. If "yes", a P.E.T. was scheduled -- if "no", the form was filed in the student's record folder.

DATA COLLECTION:

TABLE V: Students screened out for evaluation as result of mass screening.

TOTAL NUMBER OF STUDENTS SCREENED OUT - - 160	
% of those already identified as handicapped	-20.6%
% enrolled in pre-vocational courses	-53.9%
% attending vocational center programs	-14.5%
% enrolled in college prep program	- 3.6%

38% of eighty (80) students attending vocational center programs were screened out as potentially handicapped.

Prior to the mass screening, 34 students were identified as handicapped at the high school. One year after the screening, 80 students were either identified or scheduled for, a Pupil Evaluation Team Meeting. Increase of over 100%.

CONCLUSIONS:

- The mass screening did have an influence on the number of handicapped students identified within the high school.

- All freshmen and new students previously unscreened, will be screened during the first year at the high school.

- All teachers will be encouraged to continue to utilize the screening process prior to making a referral for a P.E.T. meeting.

RECOMMENDATIONS:

1. Prior to the implementation of a mass screening effort, extensive in-service training should be provided to all faculty members. Most do not understand the legal, moral, and professional issues that make this a necessity. An outside presenter may be recommended for orientation to the need for screening.

2. A Faculty Selection Committee may be helpful in selecting or formulating a screening process to use. This provides a much more positive attitude going into the task, and should yield more valuable results.

3. Training should then be provided to the entire faculty, to insure uniformity of understanding and application of the specific screening process to be used.

4. Personnel should be available to assist faculty members with problems encountered in screening (preferably Special Education personnel).

5. A sizable review committee should take responsibility for rapid follow-up of the screening results, to insure that immediate action is taken on the problems revealed. The task is much too massive for one or two persons with many additional responsibilities.

6. P.E.T. meetings should be scheduled for all of those recommended after follow-up with each teacher.

OBJECTIVE #4:

Assist the handicapped to take advantage of existing programs and service agencies that they may be unaware of or may not have access to.

NEED FOR THE OBJECTIVE:

- School personnel often are not well aware of available service options for the handicapped.
- Students and parents often are not aware of available service options for the handicapped.
- Agencies often do not know how to contact potential clients of school age.
- Handicapped students' needs are not always adequately being met by existing school programs.

SUMMARY OF ACTIVITIES:

Although the original intent of this objective was to facilitate the connection of all services for handicapped students, it was found to be a very difficult objective to concentrate on, or which to devote a great deal of time. On several occasions, V.I.P. staff members made referrals for over-due hearing checks or eye exams, special training programs, etc. However, it was difficult to effectively develop and implement our own programs, while concentrating on referral to others. The primary agency of referral became Vocational Rehabilitation, due to their much greater knowledge of, and connection with, many of the service agencies.

An Agency Resource Guide was developed, however, in cooperation with, and from information gained from the Maine Occupational Information Coordinating Committee. (See page 94)

CONCLUSIONS:

- To expect all teachers to take part in referral of all handicapped students may be unrealistic at this time, but to offer them the option and assistance to do so would be beneficial.
- If resource information was provided to teachers without any demand to use it, those interested in the welfare of handicapped students would likely put it to use.
- A Resource Guide was developed through the V.I.P. Project.

RECOMMENDATIONS:

1. Service Referral may want to be considered as a formal addition to the P.E.T. process. Through use of the Resource Guide or a similar publication, and with the presence of resource personnel at the meeting, adequate service referrals could be provided. A written notation in local P.E.T. procedures might insure that referral options are given thought.

2. Distribution of a Resource Guide to all teachers would enhance their awareness of the great variety of service options that are available for handicapped students.
3. Resource Guides might also be provided to all parents of Special Education students.

OBJECTIVE #5:

Vocational Rehabilitation and Special Education to insure improved coordination of services and increased communication in respect to handicapped students.

NEED FOR THE OBJECTIVE:

- Special Education and Vocational Rehabilitation personnel often do not know each other.
- Neither of the above fully understand the responsibilities of the other.
- Vocational Rehabilitation is unsure where the lines are drawn between their responsibilities and Special Education's responsibilities to students they both serve.

SUMMARY OF ACTIVITIES:

In the initial year of the Project, several meetings were held between school and Rehabilitation personnel, with the goal being a better understanding and delivery of services in cooperation between the two agencies. The conclusion was reached that it would be advisable to develop an agreement outlining what services each would provide, in respect to handicapped students.

A contact person for each agency was designated as the facilitator of the Cooperative Agreement. It was the intention of the Agreement that Vocational Rehabilitation be involved in the educational and vocational planning of all students en-

rolled for rehabilitation services. This would insure that students would make a smooth transition from high school to rehabilitation services.

DATA COLLECTION:

Table VI: Referrals to Vocational Rehabilitation

School Year	Number of Referrals
1978-79 (prior to Cooperative Agreement)	0
1979-80 (1st. year of Cooperative Agreement)	8
1980-81	4
1981-82	4

CONCLUSIONS:

- A Cooperative Agreement was formed with Vocational Rehabilitation with the intention of facilitating additional Rehabilitation services to handicapped students.
- Records show that referrals to Vocational Rehabilitation did increase after the Agreement was formed.
- The Cooperative Agreement will be maintained and further developed in the years following.
- A publication outlining a Cooperative Agreement was developed through the V.I.P. Project. (See page 94)

RECOMMENDATIONS:

1. The formation of a Cooperative Agreement does appear to increase the referral of handicapped students for Vocational Rehabilitation services. It is recommended that all major school districts develop similar efforts.
2. In order to maintain effectiveness, some one person must be given responsibility for the Agreement in each institution involved.
3. Regular meetings must be held between Rehabilitation and school personnel to maintain the Agreement's utility.
4. Meetings should be held at the end of each year to assess the effectiveness of the Cooperative Agreement, and revise it in any way deemed necessary.

OBJECTIVE #6:

Develop an occupational exploration program as an integral part of the academic program. (Community Based Learning).

NEED FOR THE OBJECTIVE:

- Many handicapped students are not succeeding through current programs.
- Handicapped students often do not see the relevance of school.
- Handicapped students often do not make career plans.
- Handicapped students do not know what their skills are.
- Handicapped students often do not get training for employment prior to leaving high school.
- Handicapped students often do not know how to communicate or make decisions effectively prior to leaving high school.

SUMMARY OF ACTIVITIES:

Community Based Learning has been one of the most valuable aspects of the V.I.P. Project. Initially, the criteria for placement of students in Community Based Learning included having a handicapped condition; recommendation from a teacher; parental permission; a potential drop-out; and a sincere interest in the Program. We found that in some ways these criteria did not work well. Often teachers would refer students from their classes who were difficult to work with, due to a handicap,

hoping to get them out of their class. Also, many students referred for the Program were either nearly or already drop-outs. In the second and third year of the Program, the Special Education Coordinator was the primary person responsible for referrals of handicapped students to Community Based Learning. The final decision of placement was made by the P.E.T., with the C.B.L. Learning Coordinator present. This means of referral worked much more smoothly. The criteria used for the final decision at this time was need for career exploration, desire to be in the Program, parental permission, and preferably, not a freshman, due to maturity.

Once in the Community Based Learning Program, students were helped to begin the Interest Assessment Process, to attempt to find some career direction(s) of interest. They were then assisted by the Learning Coordinator to explore those interests in a career resource site in the community. Students were encouraged to make as many decisions as possible regarding where they went, what they would learn, and how they would show what they learned. This made them accountable for their actions, and improved their responsibility. Students got academic credit for projects performed that related to a particular subject in school - i.e., math credit for setting up a sample bookkeeping system at a small business, etc.

Students were all provided with group instruction in various aspects of job hunting and work behaviors, as well as many basic living skills. Educational planning also took place as a regular part of students' projects. Many went on to voca-

tional education programs after their experiences in Community Based Learning.

DATA COLLECTION:

Table VII: Handicapped students enrolled in C.B.L.

YEAR	HANDICAPPED ENROLLED
1979-1980	13
1980-1981	19
1981-1982	10

Table VIII.: Percentage of C.B.L. students in Vocational Programs after C.B.L.

YEAR	HANDICAPPED ENROLLED
1979-1980	30%
1980-1981	45%
1981-1982	70%

Approximately 50% of all handicapped students attended Vocational Education after their C.B.L. experience. 35% of those who went, enrolled in regular vocational programs. 65% enrolled in general trades.

Of 20 Special Education students attending vocational centers in 1982 - 13 have had C.B.L. previously - Approximately 65%.

STUDENTS COMMENTS ABOUT CBL EXPERIENCE

"Some of the good points of CBL are being able to learn more about the career you want to go into and to be able to see what it is really like. It helps you to make decisions that you couldn't make before. It shows you how it feels to be in the position you would like to work in. I don't understand why we didn't have our group meetings any more after the first semester. I liked having them."

"I think that the CBL Program is a good thing. It helped me to be more open with people. It also gave me a chance to be responsible. I think that the CBL Program is worthwhile, and a lot of fun."

"I think that the CBL Program helped me to be more open with people. It also helped me learn something that I would not learn in school. I think the CBL Program is worthwhile, and a lot of fun."

"When I first started to work in CBL, I did not know that much. When I went to the sites I learned a lot of information. How to look for jobs. I learned how to fill out applications. I learned how to talk on the phone that Mr. Moses brought down to the CBL room. If it was not for CBL, I probably would not know what to do."

"I think that CBL has helped me alot. I will be able to find a job better, and know what to say at an interview. I really enjoyed going to Dave's, and going on the field trips. I also enjoyed you (Mrs. Paxson) for all the things you have done for me."

"I think that CBL would be a very valuable course for anyone and everyone. I really feel that this has been the most valuable course for me all of the time I have been in school."

EFFECT OF COMMUNITY BASED LEARNING ON PERFORMANCE OF HANDICAPPED STUDENTS

60% of all students taking Community Based Learning showed improvement of grades in English, math, and vocational areas, during and after their C.B.L. experience.

35% of all handicapped students taking C.B.L. showed improvement in grades in math, during and after enrollment in C.B.L.

48% of all handicapped students taking C.B.L. showed improvement in grades in English, during and after enrollment in C.B.L.

25% of all handicapped students taking C.B.L. showed improvement in grades in vocational or pre-vocational courses, during and after enrollment in C.B.L.

25% of all handicapped students taking C.B.L. showed improvement in grades in both math and English, during or after enrollment in C.B.L.

CONCLUSIONS:

- Community Based Learning has been a valuable program for many handicapped students in terms of successful learning experiences, enhancing their self confidence, career decision-making ability, and perception of educational relevance.
- Because the original design of C.B.L. that we followed was developed for more academically-talented students, some handicapped students had difficulty following the concepts and formality of the procedures of C.B.L. This required some revision of the original C.B.L. model as outlined in the publication - "Adaptations of C.B.L. for the Handicapped". (see page 94)
  Some of the major adaptations include more time for Learning Coordination, more time for spending in general counseling between Learning Coordinator and student, simplification of many forms, and project plans, and simplified group activities. All of these recommendations lead to more individual time spent with each student, but therefore, fewer students served. Our experience has been that the more time and attention each student got, the better their project results were, and the greater positive effect C.B.L. had on the student.

RECOMMENDATIONS:

From our experiences throughout the three years of the V.I.P. Project, there has been generally unanimous agreement between the Project staff and others closely involved with

Community Based Learning, that it would be a more effective program if it were offered to all students, rather than exclusively to handicapped students. By doing so, it seemed to have the effect of diminishing the program's reputation or credibility. Perhaps, because all students could not have equal chance to get into C.B.L., some staff were not willing to give it an equal chance to prove itself worthwhile. Some handicapped students also did not want to take part in the Program because it was so clearly a special privilege for Special Education students. It seems that an integration of all levels of students might be most effective, with more individual time spent with those students who are handicapped.

- C.B.L. apparently had a positive effect on the number of handicapped students electing to enroll in vocational programs.
- Some handicapped students were hesitant about enrolling in C.B.L. because they knew that it was a program for "special" students.
- It was our experience that the more time and attention each student received, the more successful they were on their projects, and the greater positive effect C.B.L. had on the students.
- Students became more aware of the career and educational options open to them as a result of their experiences.

RECOMMENDATIONS:

1. Community Based Learning should be considered as a pre-vocational option for all handicapped students.
2. C.B.L. may be more readily accepted by students and staff members if it is offered to all students.
3. All staff members who will be involved in C.B.L. should receive formal training in the C.B.L. method.
4. Students experiences in C.B.L. can be utilized in developing future vocational education options.

OBJECTIVE #7:

Provide assistance in finding and holding satisfactory employment (summer and full time).

NEED FOR THE OBJECTIVE:

- Many handicapped students do not know how to go about finding a job.
- Many handicapped students have difficulty holding jobs.

SUMMARY OF ACTIVITIES:

The majority of job placement assistance to handicapped students came through the Community Based Learning Program to those enrolled in it. Considerable time was spent with all students in C.B.L. on filling-out job applications, writing resumes, letters of application, doing practice interviews, and where to go to find a job. Occasionally, the Learning Coordinator would assist a student to obtain a paid position, and often referrals were made to the in-school job placement coordinator from the C.O.P.E. program.

Some students were referred to Vocational Rehabilitation for assistance with placement, with the assumption that they might be more likely to find employment for them. No accurate data was kept on how many students were directly or indirectly assisted to find employment.

CONCLUSIONS:

The objective of job placement seemed to take one of the

lowest priorities of all of those in the project, for several reasons, perhaps.

- First of all, the majority of the other objectives of the project were aimed at development of pre-vocational programs or mechanisms. At pre-vocational age, employment is generally not a great priority for students, and they are often not old enough to work many jobs. Since most of the students dealt with have been under sixteen (16) years of age, the employment prospects are limited.
- In addition, efforts were made to coordinate the job placement effort with the resource development task for Community Based Learning. This would be possible in an urban area, but in a rural area 90% of all resource sites are one or two-man operations, with little or no turn-over.
- Although the V.I.P. Project staff did provide job placement assistance to several handicapped students, a much more effective job could be done by a staff person assigned specifically to the function of job placement.
- Personnel involved in active academic instruction could provide job placement assistance to students if allowed release time to do so.

RECOMMENDATIONS:

Job placement will continue to be a rare occurence in secondary schools until some real commitment is given to it as a vital responsibility by the administration and staff. Once it is decided that it is a responsibility that the school is committed to, some of the following options may want to be considered to make placement happen:

1. Hire a full-time job placement specialist who is devoted exclusively to that function. (Perhaps he/she could do C.B.L. resource analysis as well).
2. Establish an agreement with the local job service office to register and assist all students who desire to find a job.
3. Agree with Vocational Rehabilitation to have one of the specialists spend "x" hours a week assisting handicapped students find jobs.
4. Set up a teacher advisor system whereby each teacher is responsible for up to twenty (20) students per year - one of their major responsibilities could be job placement assistance.

All of the above suggestions have varying degrees of likelihood and reality of success. But to ask a teacher to

take responsibility for a job placement function, along with the normal responsibility of instruction and duties, may make difficult the chances of success for either. If teachers are to assume the role of job placement, they should be provided with additional time to perform the job. They also should be provided with adequate training in the mechanics of job placement.

OBJECTIVE #8:

Further develop and refine the Work Samples evaluation center such that it can be a part of every handicapped student's program to assist in vocational and career planning of each student, and to provide information in developing a vocational plan - a requirement of every I.E.P. written for handicapped students.

NEED FOR THE OBJECTIVE:

- Students are often unaware of what skills they possess.
- Students often make unrealistic career choices.
- Handicapped students often do not get exposure to work tasks.
- There are very few evaluation procedures to assess the vocational aptitudes of students.
- An evaluation center could provide a first step in career exploration for many students.

SUMMARY OF ACTIVITIES:

The Work Samples evaluation center was originally purchased and developed by the C.O.P.E. program at Biddeford High School. Because the project funds ran out, and it was no longer being utilized at Biddeford, the V.I.P. Project was able to obtain it as part of its pre-vocational assessment process.

All handicapped students are considered for evaluation via the Work Sample center, pending parental permission and appropriateness.

The main goals of the Work Sample process are:

1. To assist the students in beginning the process of isolating their career interest.
2. To make students better aware of what vocational skills potential they possess.
3. To encourage students to begin to plan their educational future.
4. To provide the P.E.T. with information to assist in developing the required long term career and vocational plan for special students.
5. To supply vocational instructors with early information concerning where the strengths and weaknesses lie in Special Education students in their classes.

The Work Samples Center is a series of in-school simulated work tasks designed to be tried out by students to give indications of what skill potential students possess for certain occupations, and to help students sort out their career interests.

The general procedure for an evaluation of handicapped students is as follows:

1. All handicapped students are put through the Work Samples process as part of their pre-vocational assessment process, and to facilitate their consideration of vocational center programs.
2. Initially, the evaluator discusses each individual with counselor or Special Ed Coordinator prior to evaluation to determine particular situation or needs of that student.

3. The Evaluator then introduces student to the Work Samples Center and explains the purposes for doing the evaluation, i.e., to help the student learn for himself/herself what kinds of career for which he/she may have good skills and interests. The Evaluator explains that the student will not be graded on the evaluation, but rather is something for their own information or benefit.

4. The Evaluator then provides the student with career interest assessments of various sorts, such as the G.I.S. computer terminal (may have to elaborate), Singer Picture Interest Inventory (particularly good for non-readers or other forms of interest tests as appropriate). By locating initial interests, it helps the Evaluator and student locate career areas that will determine which job samples the student will try. Each student is asked to do four basic Samples to assess their reading ability, math-measuring ability, manual dexterity, frustration tolerance, etc. These are:

    Basic Measurement
    Size Discrimination
    Packaging
    Wing Nut Assembly

5. All students perform these four Samples. Next, based on the student's interest inventory results, two or three more complex Samples are chosen which as closely as possible, resembles the student's indicated interest

area. The student is evaluated on a series of observations to determine the quality of their experience.

6. After all Samples are completed by the student, it should be discussed with the student to get his feelings about the whole process - i.e., does he still want to do what he chose? - did he like it - dislike it? Why? - What did he learn? etc. Set appointment to come back to discuss evaluation findings.
7. The Evaluator then develops a formal evaluation report outlining the observations made on the student, which Samples were done, what specific work strengths and weaknesses the student exhibited, and what training the student could likely succeed in.
8. Once developed, the report is discussed with the Counselor, Special Ed Coordinator or teacher who referred the student. Students' interest areas, occupational strengths and weaknesses, skills in particular job Samples, attitudes toward the work, and recommended training options are discussed. The Evaluator and referring persons will then discuss the findings at the P.E.T. meeting on that student to help determine the most appropriate career and vocational plan or other appropriate plan.

9. After the Evaluator has completed the report on a student, the student will return to discuss it. The Evaluator discusses the strength that the student exhibits and weaknesses that can be improved upon, taking care not to eliminate or discourage the student with negative information. If the student has interest in learning more about an area of work, C.B.L. resource sites might be utilized by students to get a brief sampling of what the work is like in the real setting. The Evaluator and resource person would evaluate the student's success on the site. If the student decides that the occupation he thought interest him, no longer does, he will be given the opportunity to try additional Samples to determine interest lines.

DATA COLLECTION:

A total of 165 students were given a Work Samples Evaluation over the course of the Project.

Approximately 60 students from other schools were provided with Work Samples Evaluation. These schools included - Wells, Kennebunk, Sacopee Valley, York, Cape Elizabeth, Sweetser, and Biddeford.

All handicapped students attending vocational centers from Bonny Eagle High School receive Work Samples Evaluations. Placements were based on evaluation performance.

CONCLUSIONS:

- Work Samples Evaluations provide P.E.T. members with valuable information regarding vocational planning of handicapped students.
- Work Samples experiences provide students with insight into their skills and interests assisting with career decision-making.
- Work Samples Evaluations facilitate the entrance of handicapped students into vocational programs.
- The Work Samples Center will become a part of the industrial arts department.

RECOMMENDATIONS:

1. All handicapped students attending vocational programs should be provided with a Work Samples Evaluation.
2. Industrial arts and home economics can provide similar observations as the Work Samples Evaluator. These teachers may perform similar evaluations within their classes.
3. The Work Samples Evaluation should be utilized when developing a vocational plan for a handicapped student to assist in development of instructional strategies.
4. All P.E.T. members should be provided with information regarding Work Samples Evaluation results of the student concerned.

OBJECTIVE #9:

Provide staff development to high school and vocational center staff, in respect to methods developed for the purpose of expanding the educational opportunities of handicapped students.

NEED FOR THE OBJECTIVE:

- A need for assistance from existing staff in order for the Project to be carried out successfully.
- Most staff members have never received training in the program procedures of the Project.
- The existing staff will eventually assume the majority of the Project operations.
- The staff needs to learn how to better-identify the handicapped.

SUMMARY OF ACTIVITIES:

Nearly all of the faculty members at the high school have been provided staff development in one or more of the developments of the V.I.P. Project throughout the course of the three-year funding period.

The first staff training effort was one involving eight staff members and three V.I.P. Project personnel. The session included training for screening and referral, as well as over-all awareness of the problems that face handicapped persons. The training session greatly facilitated the knowledge of the goals and programs of the V.I.P. Project on the part of those staff involved. The end result was the formation of a support group by

those same staff members, to assist with many tasks of the Project throughout the first two years.

Next, the entire staff was trained to use the screening and referral process, and all teachers did actively use the process to conduct a mass screening of all students during the second year of the Project.

Twelve teachers were formally trained in the Community Based Learning process, of the course of the project (one week of training), and an additional twenty teachers were provided an in-depth overview of C.B.L. (A day session), conducted by others formally trained. Of those formally trained in C.B.L., four have actually used the program to provide instruction to students.

About twelve teachers have received an overview of the Work Samples evaluation process and how it is used to integrate a career development program into a student's experience. Seven of those teachers also received in-depth training in Work Samples evaluation, after which they conducted a similar performance evaluation on the handicapped students within their classes, (industrial arts and home economics). The intention of this effort is to provide additional pre-vocational skills assessment on those students that can be used to develop an appropriate Vocational Education plan.

DATE COLLECTION:

TABLE IX: Informational staff development.

TYPE OF TRAINING	% OF STAFF TRAINED	% OF THOSE WHO UTILIZED TRAINING
Design of screening process	12%	100%
Handicapped Awareness	12%	100%
Work Samples Awareness	20%	10%

TABLE X: Procedural staff development.

TYPE OF TRAINING	% OF STAFF TRAINED	% TRAINED THAT ACTUALLY USED PROCESS
Screening & Referral Process	100%	100%
Work Samples Integration	10%	75%
Community Based Learning (formal)	15%	50%
Community Based Learning (informal)	30%	10%*

*Of five (5) teachers scheduled to deliver C.B.L. services next year, 3 will seek formal C.B.L. training to increase their delivery skills.

C.B.L. Staff Development:

Over the course of three years, about twelve (12) staff members were formally trained in Community Based Learning, with hopes that those people would take an active part in the program. It was not until the final year of the Project that the right "leadership group" was trained, and thus became actively involved because they were interested in doing so, rather than because someone told them they should. Voluntary participation of staff seems to be the best way to integrate C.B.L. into a school, along with necessary administrative support, (rather than force). In this case, these interested leaders then organized a comprehensive two-day overview workshop (just short of formal training) for twenty (20) additional staff members to promote awareness and alleviate misconceptions about C.B.L. as formed by some staff members, due to its Special Education concentration. Once these staff members were shown the C.B.L. model by their peers, they enthusiastically supported it for all students. If this had not been done - if C.B.L. for the handicapped was the continued message - chances are that it may not have gained the support to continue after the Project.

Again, although special techniques are suggested by this Project for providing C.B.L. to handicapped students, it is recommended that C.B.L. be demonstrated as a Project of great value to all students, which it certainly is.

OBJECTIVE #10:

Work with interested Vocational Centers to establish a mutually agreeable process of records exchange and progress monitoring for handicapped students.

NEED FOR THE OBJECTIVE:

- Few, or no students' records were sent from the home school to Vocational Centers with handicapped students.
- Very little communication took place between vocational instructors and the sending school teachers concerning handicapped students in common.
- If students had an I.E.P., it was often inadequate for vocational instructors to get the information they needed for appropriate instruction.
- Vocational instructors often did not understand the I.E.P. without interpretation by the writer.

SUMMARY OF ACTIVITIES:

The record exchange process, perhaps because it was the portion of the Project that had the least information to work from, was one of the longest processes in development of the entire Project.

The first step of the record exchange process is to gather specific information, as much as possible, regarding a student's physical, mental, phychological, and academic abilities as con-

cerned with performing vocational-related activities. These activities are referred to as pre-vocational activities. The idea is to make identical kinds of observations in the various pre-vocational experiences that students can go through in the first two years of high school, such as industrial arts, home economics, Work Samples, Community Based Learning. By carefully recording and comparing the parallel observations made on students as they go through these various programs, much can be learned about students' potential for success in formal vocational education programs. Problem areas for handicapped students can be identified and modifications can be made to reduce the students chance of failure. Without the previous knowledge, chances are the modification would not take place.

In order the the record exchange process to be implemented effectively, the cooperation and commitment of every person must be obtained. Involved in the process in the Work Samples Evaluator, industrial arts teachers, home economics teachers, Community Based Learning Coordinators, counselors, and others, who must be willing to gather and contribute the pre-vocational information to which they have access. The Special Education Coordinator must then condense the information received from pre-vocational personnel in a report to be used in the development of the vocational portion of the I.E.P. Finally, vocational instructors must be willing to take part in the P.E.T. meeting of a student enrolled in his/her course, and be willing to make the modifications deemed necessary as a result of the pre-vocational information obtained. The process requires much organization and cooperation from all of those mentioned parties.

CONCLUSIONS:

- Although the coordination of the record exchange process has taken a long time, and will continue to be developed, it has shown itself to be a valuable contribution to the vocational education of handicapped students.
- The pre-vocational experience that the students have had, made their choice of a vocational course much more assured, and likewise, those experiences have worked to convince vocational education personnel in more cases, that a handicapped student does have the potential to succeed in their chosen course.
- The recording of the pre-vocational experiences is the key to the record exchange process.

RECOMMENDATIONS:

The implementation of a record exchange process is a much more difficult process than it initially seems. The difficulty lies in coordinating so many people in the same effort, and getting them all to understand the process and to carry it out in a uniform manner. Some recommended steps should be followed in implementing the record exchange process as developed through the V.I.P. Project.

1. The Special Education Director or the school administration sho ld organize a staff development session for all of those people who will be involved directly in the records exchange process. This would include

industrial arts, home economics, Work Samples Evaluator, Special Education Coordinators, Counselors, Vocational Counselors, C.B.L. Learning Coordinators, and other relevant pre-vocational or vocational personnel. The training session should initially deal with the forces behind the record exchange development, the general theory of the process, and what it is designed to accomplish. It must be at this time that all concerns or problems with the idea are urged to come out. Opportunities may even be given for some parts of the process to be modified somewhat (without the intent being altered) in order for more ownership of it on the part of those directly involved.

2. After an initial session, assuming an agreeable design has been adopted, specific training should be provided everyone involved, according to their role in the process. For example, the industrial arts and home economic teachers must be trained in the skill of making a wide range of pre-vocational assessment observations that they have not been asked to make before. Special Education Coordinators will need to learn how to translate pre-vocational strengths and weaknesses into vocational program recommendations, and vocational instructors will need to learn how to modify instruction according to the strengths and weaknesses identified in their handicapped students.
3. Finally, one person should be given the responsibility for maintaining the process and insuring that all persons involved meet their responsibilities, for if just one does not, the process can break down.

OBJECTIVE #11:

Utilize industrial arts and home economics programs to provide pre-vocational experiences to handicapped students.

NEED FOR THE OBJECTIVE:

- Handicapped students need pre-vocational experience to prepare them for vocational education.
- Often handicapped students are not enrolled in industrial arts and home economic courses.

SUMMARY OF ACTIVITIES:

This objective was not approached as was originally intended at the onset of the Project. It was intended to increase the frequency with which handicapped students were gaining enrollment in industrial arts and home economics courses. However, we found that nearly all handicapped students were already getting that enrollment in those courses. What was found to be the biggest problem was the fact that their experiences in those courses were not being recorded in any way, nor were those experiences being utilized to assist with the future vocational program planning of the students that had been through them. The pre-vocational experiences were isolated ones, and often had little relationship with a vocational course of study that a student enrolled in after. The assessment information gathered through these courses was minimal, and often the pre-vocational teachers did not know who was handicapped in their classes. Some had never had the experience of attending a P.E.T., and some did

not think of their course as a pre-vocational one.

To attempt to change this situation, the home economics and industrial arts teachers were provided with training and assistance in the application of the Work Samples evaluation procedure in respect to the handicapped student in their classes. This very specific recording process has allowed them to take careful note of the ability and progress of the students in their classes in many physical, manual, attitudinal, and academic areas vital to vocational performance. This information affords these pre-vocational instructors to have much greater involvement in the future educational planning and needs of their students - providing information that otherwise would not be available. They saw this role as a valuable one, both in terms of gaining the ability to assess students' progress in their courses, and in knowing that the pre-vocational experience was a meaningful one to students' future education.

DATA COLLECTION:

TABLE XI: Pre-Vocational and Vocational Enrollment:

HANDICAPPED ENROLLED IN	NO. ENROLLED	% OF SPECIAL EDUCATION CASELOAD
1981-1982 - Home Ec & Industiral Arts Courses	21	42%
1982-1983 - Vocational Programs	20	40%

Over 80% of all Special Education students were enrolled either in pre-vocational or vocational courses.

When surveyed, of those replying, 100% of those handicapped students attending vocational center programs had previously taken an industrial arts or home economics course.

CONCLUSIONS:

- The number of handicapped students enrolled in pre-vocational courses continues to be high.
- Most handicapped students who attend vocational programs have taken some home economics of industrial arts courses.
- Pre-vocational teachers have become more active in the future programming of handicapped students.
- Pre-vocational instructors involvement in assessment will have long-term effects on the appropriateness of placement and the success of handicapped students in vocational training programs.

RECOMMENDATIONS:

1. All handicapped students should be considered for enrollment in industrial arts or home economics courses during their first two years of high school.
2. While enrolled in pre-vocational courses, careful observations should be made by the teachers to provide

data leading to the development of an appropriate vocational training plan.

3. All industrial arts and home economics teachers should be provided training in pre-vocational assessment procedures, similar to those outlined in the Record Exchange Process, as developed by the V.I.P. Project.
4. All pre-vocational instructors should be involved in the I.E.P. development of those handicapped students which they have instructed - specifically the vocational portion of the I.E.P. Additional training may need to be provided to build skills in this area.

OBJECTIVE #12:

Develop a Parent Support Group. Provide them with training, and seek to actively involve them in V.I.P. Project operations.

NEED FOR THE OBJECTIVE:

- Lack of communication with, and participation of parents concerning school programs.
- Parents concerned that they don't have enough involvement in school programs.
- Parents can provide valuable ideas and assistance in accomplishing the objectives of the Project.

SUMMARY OF ACTIVITIES:

In the first year of the Project, many attempts were made to form a Parent Support Group by coordinating with an already-existing Parent Advocate Group that existed in the District at the time. Although several parents were verbally willing to take part in such a support group, very little participation was received in several meetings held following that, with the purpose of coordinating their active involvement. It was as though the parents wanted to assist, but were not sure of their ability to do so, or we did not know how to help them to do so.

In the second year of the Project, it was decided to run a training course open to parents of Special Education students, as a means of informing parents of their child's right for education under the various laws, and to familiarize them with the various programs of the V.I.P. Project, with the intent of

building their support and involvement in an on-going Parent Advisory Group. The course was presented through the Adult Education Evening School. Although only six (6) parents of Special Education students participated in the course, they unanimously applauded it as an extremely valuable one to them, and they indicated their willingness to assist with any future efforts of this nature. However, despite plans to offer another such training course in the final year of the Project, lack of additional parent interest and concern with other activities of the Project prevented this from taking place.

It should be noted that in comparison to the other objectives of the Project, a small amount of time was devoted to this one. It is apparent from the reactions and comments of those parents involved, that this is a valuable function that can work well if provided the adequate time and commitment.

DATA COLLECTION:

At the closing session to the training course for parents of Special Education students, participants were asked to indicate which aspects were most valuable to them.

TABLE XII: Parent's average response to each area covered in Parent Training Session:

Aspects of Course	Interesting But Did Not Need to Know	Useful Supports my Present Knowledge	Very Useful Can Use it to get benefits for my child
PUPIL EVALUATION TEAM			
-may bring counsel	x		
-parents must be notified		x	
-anyone may refer student		x	
-all information available to school must be introduced			x
Individual Education Pl.			
-outcome of Pupil Evaluation Team	x		
-parent participates		x	
-parent need not accept Individual Ed. Pl.		x	
-parent must sign off on Indiv. Edca. Pl.		x	
-must be updated annually		x	
Two parts to Individual Education - Plan (1) what must be done Plan (2) strategies to accomplish content			x
-Individual Education Plan is no guarantee			x
Free & Appropriate Public Education			
-no cost for services		x	

Aspects of Course	Interesting But Did Not Need to Know	Useful Supports my Present Knowledge	Very Useful Can Use It To Get Benefits For My Child
- education must be at public expense		x	
-placement must be appropriate for child		x	
Due Process			
-due process designed to safeguard rights of child		x	
-parents have right to institute due process		x	
-school pays for hearing officer		x	
-school has right to institute due process		x	
-parent need not accept hearing officer's decision		x	
-parent may appeal to Commissioner of Education		x	
-parent may institute civil action		x	
Least Restrictive Environment			
-placement must be least restrictive to child		x	
-placement in more restrictive setting must occur with documentation		x	
-supportive services must be instituted prior to placement in more restrictive environments		x	
-the most restrictive placement must be the least restrictive for the child			x
P.L.-94-142			
-all provisions		x	
-importance for handicapped children		x	
-landmark legislation		x	

Aspects of Course	Interesting But Did Not Need to Know	Useful Supports my Present Knowledge	Very Useful Can Use it To Get Benefits For My Child
Non-Discriminatory Evaluation			x
-must be in language of parents		x	
-no one test can be used to base decisions on		x	
-must be administered by someone qualified			x
-must be nationally validated test			x
Confidentiality			
-records of child will not be released without signature of parent		x	
Right of Access			
-all records used with child must be available to parents except personal records kept by counselor		x	
-entry to record of child must be signed by those accessing it		x	
-all names of persons having access to child's record must be available to parents		x	
-copies of child's record must be available at cost to parent		x	

CONCLUSIONS:

- It is difficult to get parents of handicapped students actively involved in their child's education.
- It seems somewhat easier to get parents of elementary handicapped students involved than those of secondary students.
- Lack of help for their child for many years; some expressed guilt that their child was handicapped.
- Parents do feel that there are benefits for them in a training course teaching them their role and rights in their child's education. Again, generally elementary parents seem more interested.
- Parents of handicapped students seem to be most effective in eliciting the interest of other parents of handicapped children in participation in cooperative efforts with school personnel.
- Parents wanted the teachers of their children involved in the training session for communication and questions.

RECOMMENDATIONS:

1. It is recommended that efforts to involve and train parents of handicapped students be done primarily with parents of elementary students.

2. In the effort to recruit parents, it is most helpful to gain the support and recruitment assistance of one or more influential parents.
3. Any training of involvement efforts should have the full participation of the child's teacher, to provide more relevance to the parent and to facilitate communication.
4. Initial meetings may be held at places other than the school to alleviate any anxieties parents may have about going to the institution that they may be fearful of.
5. Training sessions can provide an effective means of developing increased involvement of parents and formation of on-going parent groups after the training sessions.

OBJECTIVE 13:

Integrate all V.I.P. Project activities with existing programming for handicapped students at Bonny Eagle High School.

NEED FOR THE OBJECTIVE:

- Project funds will no longer be available.
- Many of the components have become vital parts of the Special Education program.
- It was originally the objective of the Project to infuse as much as possible of its components into the existing staff structure.

PROJECTED ACTIVITIES:

Work Samples Evaluation Center

There will be a part-time Work Samples Evaluator hired for the coming 1982-1983 school year. This represents the only addition of personnel as a result of the Project - but is one that is necessary, as vocational centers are requiring that all handicapped children be given a Work Samples Evaluation prior to their being considered for placement.

The Evaluator will test all Special Education students when appropriate, to provide additional awareness of skills and interests to the students, as well as information regarding vocational potential for the P.E.T. members.

The Work Samples evaluator will become a part of the industrial arts department, and will work in conjection with industrial arts and home economics teachers by comparing the pre-vocational performance of students in common. All will be involved in the I.E.P. development of handicapped students that they have enrolled in their classes.

Screening Process:

The Screening Process as developed by the V.I.P. project will continue to be an on-going part of the referral process. The screening process will be applied to all freshmen and new students who have not been screened previously. In addition, the screening form will continue to be used whenever a referral of a student is made by a teacher.

Record Exchange Process:

The Record Exchange Process as developed by the project, will continue to be used and developed with Special Education students attending Vocational Centers. The Record Exchange package will be developed in coordination with, and sent to, the Vocational Center personnel with detailed instructional strategies, according to the needs and abilities of each student.

Community Based Learning:

Community Based Learning will be an infused part of the

curriculum in the 1982-1983 school year. No additional staff has been added to perform this function, but rather, duties have been shifted to allow for the continuance of this course offering.

Several regular classroom teachers will be involved in the Community Based Learning program, and the two Special Education Coordinators will have the primary responsibility for providing C.B.L. services to handicapped students.

SUMMARY OF PROPOSED ACTIVITIES:

The following Table illustrates the major components of the Program that are to be integrated into the existing system as of the 1982-1983 school year, according to administrational plans.

TABLE XIII:Activities to Be Integrated:

	Program Activity	Staff Responsible	Total Staff Involved	Total Number of Students To Be Served
1.	Work Samples Evaluation Ctr.	1 Work Samples Evaluator	10	100+*
2.	Screening Process	2 Special Services Coordinators	65 (100%)	Approx. 100**
3.	Record Exchange Process	2 Special Services Coordinators	14	Approx. 50***
4.	Community Based Learning	1 social studies teacher	8	Approx. 40

* All handicapped students attending vocational centers will be evaluated in addition to other students, both in school and from other districts.

** All freshmen and new students who are unscreened, will be screened, as well as any referrals teachers have for other students.

*** All handicapped students in prevocational courses will have the Record Exchange Process applied to them. The process will be completed on those who do eventually enroll in vocational programs.

CONCLUSIONS:

- One additional personnel will be needed to maintain the Work Samples Evaluation Center - the remainder of the activities to be infused, will be done so with existing staff.
- The Work Samples evaluator will be a part of the industrial arts department, and will work in conjunction with pre-vocational instructors to develop the evaluation required for entrance into Vocational Center Programs.
- The Record Exchange will be the responsibility of Special Education, with active assistance in supplying of information by the home economics and industrial arts teachers, Guidance personnel, Work Samples evaluator, and school nurse.
- A Record Exchange Package will be developed for every student attending vocational center programs.
- Screening will be the responsibility of Special Education, and will be done for all students entering school and prior to all P.E.T. referrals.
- Community Based Learning will be the major responsibility of one social studies teacher, with 7 other teachers involved with learning coordination of students. Special Education coordinators will have primary responsibility for delivering Community Based Learning services to handicapped students.

The following is a description and outline of the Community Based Learning course to carry on and expand the efforts initiated under the V.I.P. Project.

COMMUNITY BASED LEARNING COURSE OUTLINE

The course will be comprised of two ongoing components. The first component will be the Community Based Learning process itself. Through this component each student will proceed through the Community Based Learning process at his own speed. The second component will be made up of four selected units of our Career Education course. The students will proceed through these units as a group.

We see two class sessions per week being devoted to each of these components, with the remaining one class session per week being used by the students, as set out in the individual C.B.L. Weekly Activity Planning Schedule.

Unit One:

Expected duration: 3 weeks.

C.B.L. Component:

A. Each student will proceed through intake with special attention given to resolving all mechanical problems (transportation, etc.), and development of time management skills.

Group Component:

A. Group self awareness activities will be used to develop group identity and individual self awareness.

Individual Component:

A. Will involve students completing intake requirements not completed in class, writing of an autobiography, and beginning individual assessment.

Unit Two:

Expected duration: 6 weeks.

C.B.L. Component:

A. Each student will proceed through assessment, including, but not exclusively, the following:

G.I.S. Search, review of Career Planning Goals Assessment, Individual Strong-Campbell Interest Inventory, review of cumulative folder, and use of other appropriate tools as applicable - i.e., Work Samples testing.

B. Each student will select and complete his orientation visit(s).

Group Component:

A. Group decision-making activities will be used to develop decision-making skills.

B. These decision-making skills will be applied to selection of orientation site visits.

Individual Work Time:

A. Each student will complete individual assessment tasks not completed during class time.

B. Each student will research occupations related to his selected orientation site(s).

Unit Three:

Expected duration: 4 weeks.

C.B.L. Component:

A. Each student will decide upon, and begin the exploration process at a Resource Site.

B. Each student will develop a Project Plan.

Group Component:

A. The group will be exposed to the dynamics of the economics system and its practical relationship to their future career and life objectives.

Individual Component:

A. Each student will complete Project Planning tasks not completed during class time.

B. Each student will continue visitation of exploration sites and complete requirements involving that experience.

Unit Four:

Expected duration: 6 weeks.

C.B.L. Component:

A. Each student will complete Project Plan.

Group Component

A. The group will master job-getting and job-keeping skills.

B. Individual career and life plans will be finalized through group oriented activities.

Individual Component:

A. Each student will complete Project Planning tasks not completed during class time.

B. Each student will pursue those activities which will begin implementation of post-secondary plans, i.e., college visits, job interviews, etc.

C. Each student will identify and do preliminary research of a community resource site.

RECOMMENDATIONS:

1. Administrative support and commitment is essential for the continuation of such program components.
2. Considerable staff development and staff planning involvement should be carried out in each area, prior to infusion efforts, if they are to be successful.
3. Continued follow-up training will be necessary for additional staff members to be involved in the initial and following years of infusion.
4. Administrative follow-up and evaluation procedures will need to be developed and carried out to assess the effectiveness of the infusion of each project component.

OBJECTIVE #14:

Develop standardized pre-vocational procedures for the assessment of handicapped students.

NEED FOR THE OBJECTIVE:

- Pre-vocational assessment procedures are often done haphazardly.
- Handicapped students often do not see the relevance of pre-vocational assessments.
- Pre-vocational assessments are often not related to vocational offerings.

SUMMARY OF PROJECTED ACTIVITIES:

The following suggested pre-vocational assessment procedures are outlined to insure that all Special Education students receive all career assessment at the most appropriate time. These procedural recommendations are needed, based on the assumption that the Special Education students are more in need of careful assistance in career decision-making and training, due to a low ability to plan for themselves, and barriers faced when seeking employment. To overcome these inadequacies, we must insure that all Special Education students are provided with as many opportunities as possible to gain awareness of their skills, interests, and employment possibilities. These opportunities will help Special Education students to be more competitive with their peers. A suggested plan for pre-vocational services to the handicapped is as follows:

TABLE XIV: Pre-vocational procedures for handicapped students:

("X" indicates suggested enrollment point)

GRADE	9	10	11	12
Pre-vocational* Procedure	X			
Work Samples Evaluation	X			
Industrial Arts				
Home Economics	X	X		
Career Counseling/ CIDS Career Search	X	X		
Community Based Learning**		X		X
Visit Vocational Center Programs		X		
Enrollment in Vocational Center			X	X

* These are the preferred times for procedures, but may vary according to appropriateness of individual.

** Community Based Learning is recommended as a pre-vocational course in the 10th. grade, or as a pre-employment course option for students not attending vocational programs in the 12th. grade.

SUMMARY OF THE PRE-VOCATIONAL PROCEDURES

Grade 9:

1. Industrial Arts - Home Economics

   Make an attempt to enroll all Special Education students in an industrial arts or home economics course to gain exposure to hands-on skills and vocational career options.

2. Work Samples Evaluation

   Do a Work Samples evaluation on all Special Education students to provide additional awareness of skills and interests to the students, as well as indications of vocational success likelihoods for relevant personnel. Evaluations may be followed by related shadowing experiences using C.B.L. or shadow sites.

3. G.I.S. Computer

   Introduce students to G.I.S. Computer to locate realistic career interest possibilities. Information from the Work Samples evaluation could be used to determine where skill strength and apparent interests lie. The integration of the two would provide continuity in the student's career preparation growth.

Grade 10:

4. Community Based Learning

All Special Education students should be encouraged to enroll in C.B.L. in order to try out their tentative career choices, learn what it is really like to work in certain situations, and get an idea of what skills and training they need to succeed in their occupation of interest. C.B.L. may provide motivation for continued learning by helping to clarify career goals.

5. Visit Vocational Center Programs

All Special Education students should be given an on-site introduction to the area vocational centers so they will be aware of the courses offered there, what careers they prepare them for, and how they can enroll in the courses. Vocational courses should be related to pre-vocational and C.B.L. experiences.

Grade 11:

6. Enrollment in Vocational Centers

All special students should be helped to consider enrollment in vocational courses appropriate for them, based on the assessment done for the past two years. Not all special students will go to vocational school, and those that don't, should have an appropriate career and vocational plan developed.

Grade 12:

7. Career Education Community Based Learning Course

Those students who did not enroll in vocational center programs, should be encouraged to enroll in this course to assist them with the actual steps of obtaining employment or of enrolling in further education.

OBJECTIVE #15:

Develop for printing and dissemination, a Screening and Referral process, an agency Resource Guide, a Record Exchange Process, and a Community Based Learning curriculum guide for use with handicapped students at the secondary level.

SUMMARY OF ACTIVITIES:

All publications promised have been developed for printing. The content in the publications is primarily based on actual Project activities.

PROJECT PUBLICATIONS

1. A Guide for the Community Resource Person - Community Based Learning - 24 pages.
2. A Record Exchange Process - A Set of Records for Handicapped Students in Vocational Education - 34 pages.
3. A Screening Process for Handicapped Students in Vocational and Secondary Schools - 37 pages.
4. Community Based Learning - Adaptation for Handicapped students - 84 pages.
5. Community Based Learning for Handicapped Students - A Curriculum Guide - 84 pages.
6. Maine Agencies Providing Services for Handicapped Students - A Resource Guide - 77 pages.
7. A Suggested Approach to Developing a Cooperative Agreement- Vocational Education - Special Education - Vocational Rehabilitation - 39 pages.
8. Parents' Role in Special Education - An in-service training model - 53 pages.

SECTION III

DISSEMINATION ACTIVITIES

OBJECTIVE #16:

Develop a dissemination design for the aforementioned objectives.

SUMMARY OF ACTIVITIES:

Although extensive planning was put into the development of a comprehensive dissemination plan in cooperation with the state Project Consultants for the final year of the Project, few of those plans were actually carried out. The plan was to locate two vocational center regions to disseminate the major components of the Project. Efforts were to involve all personnel from each vocational center, and many connective Special Education and Guidance personnel from all of the schools sending students to the center. For the center director, who was approached concerning this idea, there was a willingness expressed, but a hesitation was evident, given the magnitude of such an effort. The complexity and extent of personnel involvement in each major component was apparently too large for most centers to involve themselves in at this time.

One vocational center at Lincoln did request that we provide an overview of the screening process and the record exchange process to a portion of their staff, and a number of sending school Special Education and Guidance personnel. The session was not comprehensive enough to train the personnel attending in the use of the processes, due to time constraints. However, the reception to the overview was excellent. The region may be interested in beginning some of the processes in the 1982-1983 school year.

Some of the most effective dissemination efforts of the Project were the sessions presented at the Maine Secondary Conference for Special Education personnel. This type of setting proved to be particularly effective, due to the fact that many persons from many locations gained exposure to a portion of the Project - and did so because they were genuinely interested in the contents of the presentation. In some other cases, our dissemination efforts may have stalled because we tried too hard to convince administrators that they needed the methods of the Project - perhaps building a fear of mandatory adoption of programs, once they got involved. Some may have feared that had they agreed to be a dissemination site, they would not be able to get out of the involvement, or that they would be in a spotlight of sorts. Those that attended the Conference presentation, however, made their own choice that they were interested in adopting portions of the Project, because they could clearly see that it would be helpful to them, rather than fearing that it would be an additional commitment. It remains to be seen if they can implement any of the processes, but it was the general feeling that it should be classroom personnel who receive the dissemination information from the Project.

In addition to the aforementioned dissemination efforts, many individual efforts were made to test and disseminate portions of the Project to persons throughout the state. Some of the contacts resulted in similar efforts being started in many other areas.

Below is a list of major dissemination activities that did take place over the final two years of the Project.

Table XI: Dissemination Activities:

	1980-1981	TYPE OF SERVICE	RESULTS OF SERVICE
1.	Vocational Region 8, Rockland	Screening & Referral Training	Adoption of Screening Process
2.	Region 8 Special Education Directors	Project Overview	Unknown
3.	Vistation by Old Orchard Special Education	Community Based Learning Observation	Adopted C.B.L.
4.	Visitation from Carrabec H.S.	Community Based Learning & Work Samples	Pre-vocational Program
5.	12 Meetings w/ P.R.V.T.C. Staff	Screening Process	Unknown
6.	Vocational Region 1, Madawaska	Training for Screening Process	Conducted Screening on all Students
7.	Vocational Region 1 Madawaska	Follow-Up of Screening	Adoption of Screening Process
8.	Vocational Region II, Houlton	Training in screening Process	

Dissemination Activities - Table XV
continued

	1980-1981	TYPE OF SERVICE	RESULTS OF SERVICE
9.	Vocational Project Confernece, Bangor	Overview of V.I.P. Project	
10.	U.S.M. Summer Institute	Overview of V.I.P. Project	
11.	Eastport CETA	Work Samples Visitation	Adopted Work Samples
12.	Sweetser Home Saco	Work Samples	
13.	Area Schools	Provided Work Samples Evaluations for approximately 25 students	
14.	Vocational Region II, Houlton	Screening Process Follow-Up	
15.	Ron Howard, National Assoc. of State School Bds.	Overview of V.I.P. Project	Part of Vocational Programming Publication.
16.	W.R.V.T.C.	Meeting Regarding Screening Process	
17.	All Special Education Directors	Project Brochure Distribution	

Dissemination Activities Table XV
Continued

	1981-1982	TYPE OF SERVICE	RESULTS OF SERVICE
18.	Vocational Region 8 , Rockland	Record Exchange Process Consultation	
19.	Vocational Region 3, Lincoln	Training of Screening and Record Exchange Process	
20.	Baxter School For the Deaf	Work Samples Consultation	
21.	Hampden Academy, Hampden	Community Based Learning Overview	Planned Adoption
22.	Secondary Special Education Conference, Portland	2 Presentations- Screening and Record Exchange Processes	
23.	Exemplary Practices Conference, Orono	Overview of Project	
24.	Deering H.S., Portland	Work Samples Visitation	
25.	Deering H.S., Portland	Community Based Learning Visitation	Planned Adoption
26.	5 Area School Districts	Work Samples Evaluations to 30 Students	Used in Vocational Programming

EFFECTS OF THE V.I.P. PROJECT

It is difficult to measure the exact effect and impact that the V.I.P. Project has, and will have, in the future on the education of handicapped students. It can be pointed out that many schools have adopted procedures developed by the Project, and several hundred persons have received training in one or more aspects of the Program. Simple awareness has an effect on many others.

Although many tangible educational processes have been developed through the Project, perhaps the greatest over-all effects of the Project have been the spreading of the awareness that handicapped students do possess important skills and abilities to succeed in educational programs, and move onto productive careers. The feeling that handicapped students can succeed and need and deserve considerable assistance and encouragement by all, has been the most significant effect of the Project.